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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

The Education Game Today

IF YOU are not in the game to win, resign at once and let some one of the unemployed, who proposes to win, practice for the greatest education game America was ever in.

It is a crime this year to have any one in the education field who is afraid he will be carried out on a stretcher.

This year will be the best opportunity any one has ever had to get a lusty cheer on the education gridiron that will go resounding over the radio through the civilized world.

This is no time for a weakling to fumble the ball because he is afraid he will be tackled.

Tears now will be a tear bomb that will explode all the fame any school man has ever earned.

A Remarkable Demonstration

THE meeting of the National Education Association in July was a demonstration of the efficiency of American education.

There has never been any such demonstration of civic, social, and economic peace and prosperity as at this meeting, and there was never such an opportunity for professional mischief.

If the spirit that dominated the meeting in which by far the largest vote ever cast was practically unanimous for everything and everybody interested in American education can prevail at the Washington meeting of the Department of Superintendence of the National Education Association in February, and at the meeting of the National Education Association at Atlantic City next July, civilization a year hence will be nobler in quality and greater in forcefulness than it has ever been.

Never did any year present such a responsibility to anybody and everybody as is now presented to the school people of America.

No Surplus of Teachers

THERE is no surplus of intelligence, of schools, or of teachers.

There is a frightful surplus of every good thing in nature and of everything manufactured for human nature.

There is no surplus of intelligence. Schools

have greater opportunities and responsibilities than ever. Teachers were never needed as they are today.

Everybody from before birth until death makes a demand upon schools as never before. Everything in nature needs to be better known and better used.

Every phase of human nature needs to be understood as never before by teachers and by teachers of teachers.

There is no opportunity equal to that of the responsibility of supplying that of which there can be no surplus.

Better Students

REGISTRAR Harlow W. Chandler, University of Florida, has made a careful study of the student habits of scholarly traits of more than 150 honor students of the university, and says unhesitatingly that there is a "serious application to study, resulting in decidedly improved scholarship," which gives the University the finest scholastic record in history.

Dr. Chandler is certain that the college student everywhere is becoming impressed with the relationship of scholarship and success in life. They are more serious-minded about their studies.

New England Academies

THE millions in gifts to Phillips Exeter Academy, Phillips Andover Academy, Old Town School at Avon, Connecticut, and the other millions that are being scattered through other New England states in academies, seminaries, boys' schools, and girls' schools of various traditions and aspirations make it clear that New England is to keep pace with California, Michigan, and the rest of America in providing every opportunity for aspiring youths to equip themselves according to their special needs for success and usefulness in life.

The latest announcement of a $20,000 physical education and social building for Maine Wesleyan Seminary at Kents Hill, through the gift of Cyrus Curtis, and other alumni and friends, is a sample of frequent announcements.

Dr Butterfield's Address

DR. E. W. BUTTERFIELD, Commissioner of Education of Connecticut, made an unusually captivating address at the Detroit meeting of the Department of Superintendence.

As a result he had many State Association annual-meeting opportunities. He had his choice of full-time for the convention month in every section of the country. He selected the Pacific Northwest because it was a rare opportunity to become acquainted with that, to him, new country.

Every state masses its associations in four or five cities in one week, so that by the use of airplanes and other high-speed possibilities he will use the entire month that he is freed from office duties.

It is quite an innovation for an educational lecturer to have an experience such as Dr. Butterfield has this year, wholly resulting from the success of one address at a National Education Assocation meeting. It is especially interesting to us that he is a New Englander, and always has been; that he is superintendent with no university achievement of note. He is not the author of many books nor the writer of many articles. He has simply been an important city superintendent, Commissioner of Education for two states in New England, but has always made highly attractive addresses, has always faced the new issues squarely, has never made a mis-step professionally. All he needed was a great opportunity such as the Detroit meeting gave him.

Dr. Everett O. Fisk

AS the years grow longer as I look back, and the men of other years grow fewer, I find renewed satisfaction in the success of the friends of many decades. Dr. Everett O. Fisk is the friend of more years than any other of the business associates of Boston.

Dr. Fisk and I have been associated as charter members in several social, political and professional clubs of Boston. We were friends before he created the Teachers Agency which I patronized forty-eight years ago as secretary of the New West Education Commission when I established schools in six Intermountain States.

There have been few months in all these years that we have not had occasion to meet in some of our many interests. It has been a joy to see his service to teachers and institutions expand until the world is his workshop and every conceivable education activity from the pre-school governess to university chancellor, public, private, and parochial. I recall his saying years ago that he hoped to live till he had filled every kind of position in education everywhere.

It would be unpardonable not to refer to the fact that Mrs. Fisk is even more distinguished in personal service in education activities on University boards of trustees and in official boards, professional and philanthropic.

Mrs. Fisk, the vice-president of the Fisk Teachers' Agency, is distinguished in personal service on University boards of trustees, including years as professor and dean in Carleton College, Minnesota; Olivet College, Michigan; Ohio Wesleyan University and for ten years executive head of the great International Student Union in Paris, working with students of thirty-five different nationalities.

Famous October 24

By ALBERT E. WINSHIP

THE Western Union Telegraph Company made October 24, 1861, famous by connecting the Atlantic and Pacific Coasts by telegraph at Salt Lake City.

That was a wonderful business achievement. In five months the Western Union Telegraph Company had surveyed the route from St. Joseph, Missouri, to Salt Lake City, and from Sacramento to Salt Lake City, had created stations and established stations from which to set poles, and covered the 1,400 miles by wires.

The provision for poles on the vast treeless areas threatened to jeopardize the whole enterprise. That was before the days of good roads or motor-power, and there were places where poles had to be carried hundreds of miles.

Messages were received at Salt Lake City from each coast on October 24, 1861.

This great achievement was accomplished at the average rate of ten miles a day at $250 a mile.

The Mormon Church was the only organization that could sign a contract to deliver the poles at every section of the treeless area at a given time.

It was the twelfth year of the Mormon people in Utah. It was the first year of the Civil War. There was trouble with the Indians and everybody else. It is impossible today to form any idea of the situation that the Western Union Telegraph Company east of Salt Lake and west of Salt Lake City faced when the rank and file of the Mormon people said they could not deliver telegraph poles according to contract.

Brigham Young, for the Mormon Church, made the contract to provide the poles when and where needed. It was impossible to know how great a contract that was, and when it was realized what had been agreed to the people said it was impossible, and as a business enterprise it was impossible.

Brigham Young said: "The Mormon people will never fail to keep a contract," and the impossible was possible, and the Atlantic Coast was talking with the Pacific Coast in Salt Lake City on October 24, 1861.

Later the Western Union Company gave Brigham Young and the Mormon Church $20,000 worth of stock in the Company for keeping its contract, and for loyal support of the people in the tragic months that culminated on October 24, 1861.

At Denver on July 30, 1931, Dr. A. O. Thomas, creator of the World Federation of Education Associations, at its fourth biennial conference, sent twenty telegrams, cablegrams, and radiograms to distinguished people throughout the world. It took but seven minutes to get a reply from London and Paris, and but twelve minutes from Argentina and Shanghai.

On August 24, 1931, financiers of New York and Paris each presented the British Government with $200,000,000 credit, thus stabilizing world credit. Arrangements for this $400,000,000 loan were made by New York and Paris with England by Western Union Telegraph, ocean cables and wireless within thirty-six hours. This was a marvelous achievement.

Fourteen months before the Western Union Company raised the first telegraph pole the famous Pony Express riders were changing from one fleet saddled horse to another, impatient for a start.

Each rider made three relays, and more than 1,200 miles were made in eight days, an average of 150 miles a day.

Nine years from the day the first Pony Express rider took saddle carrying the eight-day mail from the Missouri river to Sacramento, the spike was driven in Utah that linked the rails for steam traffic from coast to coast.

Six years after the first train crossed the continent I was the representative of the Boston Daily Globe on the first special editorial train from coast to coast.

There were seventy-two representatives of publications from Lewiston, Maine, to Baltimore, that traveled only by day, making extended stop-overs as guests of Chicago, Omaha, Colorado, and Utah. It was a rare experience and of much importance in magnifying the significance of the relation of the West to the East.

I have made seventy round trips to the Pacific Coast in the fifty-six years that have given me the distinction of knowing the various states so intimately. At the meeting of the Department of Superintendence of the National Education Association at Dallas, on my eighty-fourth birthday, I was presented with a chain of forty-eight links connected with twenty-four diamonds as a token of regard from the forty-eight states.

The Pony Express and the Western Union Company's achievement fourteen years thereafter were made necessary because of the number of families scattered over the vast area between the Missouri Valley and the Pacific Coast by the covered wagon trailing of Ezra Meeker in 1830, the invasion of the French by way of Canada, the inspiration of Lewis and Clark, the gold rush which materialized twelve years before the Pony Express, and the Mormons who established themselves in Utah two years before the gold rush started.

Belding's Page

The Giant Metropolis

WHAT New York City does in education as in everything else is interesting on account of its magnitude. Think of any other school system adding a thousand high school teachers in a single year; or any other superintendent than Mr. Ryan having to defend a budget of $135,000,000. It just isn't done elsewhere.

For every $100 expended on the public schools of Gotham, $89.94 goes directly for costs of instruction; or, if you please, $83.06 for salaries of teachers and principals. Thus by far the largest part of the enormous expenditure of the nation's largest city for educational purposes is applied to that which is and ever will be the most important element in the educational enterprise—the personnel of instruction. This holds for other places as well as for New York. It is a constant reminder that the schools are putting the emphasis where it belongs.

This does not mean that the spending of the other $10 or $20 in each $100 should be handled carelessly. Every cent of school money should be made to count the utmost. As a certain architect said of a local committee for which he had planned and erected a building: "They got $1.10 worth of school for every dollar they spent." They did this by intelligent planning and co-operation, plus the strictest integrity. Their uppermost thought was the utmost welfare of the pupils consistently with the resources of the citizens. Such a spirit and attitude is possible in any community having true civic pride and adequate interest in its educational needs and opportunities.

Unbalanced Youth

IN A RECENT study of crimes in Massachusetts, it was found that seventy per cent. of the persons convicted of murder or manslaughter in the period under examination were less than twenty-five years of age.

Similar studies wherever they are made in the United States disclose a similar situation. Not only the killings, but the robbery with arms, the breaking and entering, and kindred acts of violence, are preponderantly the work of youth.

The schools of the country, without accepting full responsibility for the social misconduct of youth, are nevertheless deeply concerned and earnestly desirous of doing their part of the needful preventive work.

The feeling grows upon the more thoughtful schoolmen that purely intellectual instruction has failed to touch the springs of character. No doubt the better understanding of the child and the more effective approach which is being made in these days to his interests and motives, in the regular routine of modern classrooms, will bear fruit in better conduct during the years beyond school. But a new emphasis and a new technique in character formation seem to be required if the terrible failures represented in the crimes of youth are to be reduced in number.

Such crimes are more than individual failures. They are failures of society. And society has no other official agency for the influencing of human conduct than the institutions of learning which have been instituted and are maintained at public cost.

Summer School Uplift

IF ONLY ten per cent. of the excellent ideas given out and the noble resolutions formed at summer schools in recent weeks are carried into effect, what a forward leap instruction will take!

It has been a season of generous outpouring and earnest ingathering of principles, concepts, methods and ideals. Many teachers have deepened their scholarship. Many have widened their horizons. Many have caught new insight into the minds of boys and girls. Some—have just earned credits. But perhaps, even in the earning, these, too, have absorbed something that will make them better teachers.

Can You Sell It?

EDUCATION is now going on sale again in tens of thousands of classrooms. "Sales resistance" has been broken down by the long vacations. Children are eager to learn. Rested teachers are eager to sell their goods. And—really—they will sell education more successfully if they employ the devices of the commercial salesman. He shows his wares in the most attractive light. He contrives to awaken interest and desire rather than to argue his customer into the act of purchase.

Marvelous is the merchandise the teacher has to market. Let him convince and win the "prospects" who come trooping to his counter!

Anson W. Belding

Associate Editor.

What a *College Education* Is Supposed to Do

By PRESIDENT J. EDGAR PARK
Wheaton College

"A college does not attempt to produce lumber for immediate use in industry; it produces trees with a future of many-sided usefulness. . . . It produces some failures. It should be judged by its whole product."

SUPPOSING on your travels you were to come upon a great pile of buildings filled with machinery and equipment and were to ask: "What do they produce?" Supposing you were told: "They do not produce anything. These floors are filled with offices, turning wheels and rollers. They employ hundreds of people and cost thousands of dollars. But they do not produce anything. No freight car ever backs on to their sidings to carry anything away from them." If you heard that, you would know that the whole factory was mere insanity or foolishness.

Every institution must justify itself by its product, whether it is woolen cloth or shoes or accommodation for guests as in a hotel, or music as in an opera house.

Colleges are not exceptions to this general rule. They cannot simply exist because they are on ancient foundations, they must prove to the world that they are worth while by the product which they manufacture.

A college attempts to manufacture human beings. It uses the raw material supplied it by the homes and schools of the land and tries to shape it into something more vigorous and well-balanced and valuable than that which it received. A college is like a farm for the raising of trees which receives seedlings of a few years' growth, plants them out on sunny slopes and cares for them so that they grow symmetrically and sturdily, with good systems of root and branch. A college does not attempt to produce lumber for immediate use in industry; it produces trees with a future of many-sided usefulness.

Like every factory or farm it produces some firsts, many seconds, and some failures. It should be judged by its whole product.

WHAT can you do for the average high school graduate to make him or her more valuable to the human race? Many of them have grown as far as they are likely to grow by the time they leave high school. They will always be of about the same mental age as they are now. They should be given a chance to learn the knack of some business or trade and settle down to earn their livings. But there are others who at the end of high school days have just begun to grow. They are filled with curiosity to know more about history or chemistry or music or psychology. They will be much more valuable in business or professional life if they get a chance to spend four more years in growth of intellect and personality, before being bound on the machine of immediate production which will leave them so little time for further study. What does college attempt to do for these young people? It brings them into direct personal touch with people who are enthusiastic students of history or chemistry or music or psychology. It opens to them the college library, the college laboratories, art galleries, music studios, psychological experiment stations, and says to them: "These are yours; use them, enjoy them. For four years the world will excuse you from earning a living in order that you may incorporate into yourself some of the wisdom of the past; catch the enthusiasm of the present, and sense the secrets which you may have a part in discovering for the future."

The liberal arts college does not attempt to teach them a trade. It keeps all necessity for earning a living out of the picture, in order that they may be free to develop themselves as human beings. It believes that they will be more useful as physicians or lawyers or secretaries or teachers or business men and women if they know something of what the human race has been thinking and feeling and trying to do since it arrived upon the planet. Your judgment on any particular point is better if you know about something else besides that particular point.

We people who live in colleges find that the people in colleges behave very like people anywhere else. Some loaf, try to get by while devoting all their energies to having a good time. Some are seconds, they are not really interested in learning to think, they have little imagination, they never seem to be able to train themselves to concentrate. But there is a third group who are growing, enjoying the use of their brains, who are catching enthusiasm from the thinkers of the past and present, and becoming fitted to be leaders in scientific discovery or artistic creation or social and political vision.

This third class do not talk so much or make themselves so conspicuous as the other two classes, but it is they who are receiving the flaming torch of intellect from the generations of the past. You'll know them in any college by the fact that they are enjoying themselves more in the main tent than in the side shows.

In choosing a college you should choose it not so much for its size or age or buildings. Choose it for the size of the personalities on its faculty, for its intellectual level and the freedom it allows its real students to develop along the line of their gifts, for the spirit of the place which is either conducive to or opposed to thinking for oneself. You can judge of a college by its entrance requirements which show the grade of intellect with which it is working. No student who knows his subject at all is really afraid of College Entrance Board examinations.

Judge a college by its faculty and its graduates. It is the kind of people your son and daughter meet in college days which is going to be the great influence for good or evil. A human being can be cut into almost any shape nearly as easily as a privet hedge, whether it be ridiculous and conventional or original and interesting.

The college is judged by those who teach in it and direct its affairs, and by the product which each June it sends out into the world.

We have been much interested in the way in which college professors choose colleges for their children. They know more about colleges than any one else, so their example is of value to others. Here is the case of a professor in a man's college who wants to find a good college for his daughter. He knows enough of the art of advertising not to take at its face value all a graduate says about the college she attended fifteen or twenty years ago. He hears all that the high school has to say about the standing of various colleges, but he thinks it a a matter important enough upon which to spend a little of his own time. He comes down to the woman's college to which he has been attracted, and spends a day at it, meets its executives, visits its classes, sees its student body.

I am often astounded at the careless second-hand way in which many parents choose colleges for their children. They are investing not only their son or daughter but thousands of dollars in an enterprise of greatest moment. They should deem it important enough to visit and talk with the people who are to be in charge of her, and sense something of the atmosphere in the lecture halls. There is a sad story of a college professor who dreamed he was lecturing to his classes and woke up and found he was. If only to persuade parents how much that kind of thing is of the past it is valuable for them to see it at first hand, the type of person at college and the kind of instruction given. The public has no idea of the immense change in the ways of teaching which has taken place in the last ten years or of the importance which the personal character and appearance and humanity of teachers have upon the growth of personality in students. The retention and reproduction of facts is no longer the sole aim of college teaching—all our efforts are directed towards giving the young a chance to learn how to grow, to think and act for themselves in contact with the greatest achievements of humanity. In college today the responsibility of educating himself is upon the student. He is free to make himself a real person. But the atmosphere in which he grows is determined largely by the people who direct and instruct in the college of which he is a part. It is folly to suppose that they are mere teaching machines whose humanity is of no importance to the student.

We colleges can only be justified if parents and friends of our students look at our entering class and then at our graduating class—and think that the process has been worth while. It is true that Nature helps us and they would be four years older anyway. But it is not so much *that* you have lived four years, it is *where* you have lived four years. They live four years in company with young people who are the best company in the world, and at the same time before their eyes and in their ears are incentives to emulate the greatest adult achievements of the race, they cannot be untouched by this experience. When all the laughter and foolishness is discounted they have lived for four years in a world the background of which has been a hearty love of truth, beauty, and goodness. To be able to know and judge and act fairly has been the aim set before them. They have, especially in the small college, been closely associated with men and women whose ideals are not acquisitive or selfish, but who are devoted to the pursuit of knowledge and the enlargement of the powers of the human personality. Every college would like to be judged by its product. Meet our graduating class for a few years and see if we have not in some cases done a good job.

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

III—When Teachers Are Off Guard

"How does the child feel who is laughed at? . . . The more the child suffers from ridicule, the more tempted is his teacher to turn it upon him." She means no harm to the child, but—

TEACHERS are human beings and as such are afflicted with the common human frailties. In spite of the study of psychology, these frailties seem to express themselves about as freely as in the common run of persons of a similar intellectual level. Human nature is human nature, and it varies among teachers about as much as it varies among non-teachers, when not modified by training.

Teachers, often under heavy nervous strain in the classroom, appear to some parents to reveal an inordinate amount of human meanness, whereas parents expect them to be very superior in sympathy and consideration for the feelings of the pupil. There can be no doubt that parents in the teacher's place would be no better.

Now let us observe some of the things which teachers are prone to do if they are not on guard, things they sometimes do which greatly harm the personality of some children and call down upon teachers generally the condemnation of parents.

The teacher, like all other persons, likes to feel she is important; and naturally she expects her pupils to consider her so, and to demonstrate continuously that they do. Beckey Brad is called upon to do a problem similar to one her teacher had just demonstrated. Beckey makes an error, and it is corrected. A little later Beckey makes the same or similar errors. She may even repeat the same mistake several times during the next few weeks. The teacher loses patience and calls Beckey a *dumbbell*. Maybe Beckey is, and if she is stupid enough the remark hardly does her harm. But the other children heard it. Beckey may be bright enough, however, to be deeply wounded by the label. Indeed, Beckey may possess a very superior mind in spite of the errors she had made repeatedly. Assuming, as the teacher did, that Beckey was inattentive; even then her inattention hardly was a proof of disrespect. She already was distressed by her poor progress. Having had so much difficulty before and so few successes to give her confidence and to stimulate her interests, Beckey merely failed to connect up in her mind the right bonds. The chances are that Beckey couldn't keep her mind on the instruction of the teacher for wondering all the while what pain awaited her from the teacher's tongue or how the other pupils were going to look or laugh at Beckey's failure. Such emotional matters are powerful magnets to the minds of those like Beckey's.

Parents helping children with their home work often grow vexed, and are often far less self-controlled than Beckey's teacher was. To grow angry at another's errors when we are the teacher seems to be a common human trait. We seem to assume that the erring child is just trying to annoy and disrespect us, when he is already so distraught by his own failure and our manner that he just can't keep his mind on the thing he is trying to learn. We don't ridicule, or scold or call him ugly names to help him. No; we do so because we are angry at him for seeming to indicate to us that we are not so important as we think we are. Our wrath-explosion makes us feel better, feel a tone of self-righteousness, while it makes the learner feel far worse, less able to learn, feel we are cruel, and makes him lose heart and grow disgusted with himself. If it were not so tragic it would be very funny, "the way the animals act."

Perhaps every parent at some time has smiled or even laughed aloud at the questions or remarks or judgments expressed by their child of four or of fourteen, when the child was seriously attempting to do his best. Any parent who has tried to keep himself from this cruel practice knows how hard it is to guard himself from such transgressions and destructiveness to his child's personality. To this phenomenon I have devoted an entire chapter in "The Modern Parent."

Teachers being human also, make fun of children in the classroom. How does the child feel who

is laughed at? What makes his plight very painful is that his comrades laugh with the teacher, at him. Still worse she, after he has asked a question or answered one or offered an opinion, is prone to say a word which will cause his classmates to ridicule him. In such an instance she officially tells the other pupils: "Now make fun of him." Having so been ridiculed, the child will find it harder in the future to express himself courageously. He may have his mind so much upon the fear of being laughed at that he will not be able to think or to say well what he wants to say. Because of his terrible fear, he may be so confused and distracted, and so self-conscious as to act in a way to bring more ridicule upon himself. His misery may pile up, and nobody else in the world may realize its magnitude.

Curiously enough, the more the child suffers from ridicule, the more tempted is his teacher to turn it onto him. But she does not set out deliberately to harm the child, to make him suffer, or destroy his personality.

The teacher smiles or laughs at the pupil, says and does things to make other pupils laugh at him, because she gets a "kick" out of it, just as we parents do when we laugh at our own children, just as anybody does when he ridicules any other person. It is human nature's way of making us feel more important, the way of getting pleasures out of others' pains, and the more their pains the more our pleasures.

For this reason the adolescent child is more often ridiculed in school than are younger children. He is more sensitive. Being made fun of by his classmates who are led by the teacher is an awful ordeal for him to bear; while the unwitting pleasure of the teacher is, in contrast, very great. She has extended her personality, caused something to happen, has felt herself creating something. But she has overlooked the damage to the pupil ridiculed.

The parents and teachers will go on doing these barbarous things, just because we are human beings, and for the same reason the defenceless child will have to go on bearing these burdens of barbarity.

But it is possible to decrease this destruction to the personality of children. We will sin less often, less severely, as we think about these human urges in ourselves.

The mental capacity of man has been increased and multiplied, so that the highest modern mind seems to belong to another species than the slow reactions of the peasant. Some day our brains will catch up with our instruments, our wisdom with our knowledge, our purpose with our powers. The twentieth century belongs to psychology.

—Will Durant.

The Schools' Blind Spot

By JOSEPHINE NELSON
New York City

WHEN health became a major objective in education, a new search-light swept over the field, revealing hitherto unknown tracts. As a result, perspectives and proportions have changed. We are spending more millions than ever before on school buildings, but we are paying less attention to imposing facades and far more to lighting, heating, and ventilation. We are insisting that schoolroom windows be located and constructed correctly; we are placing desks in such a way that light from them will deal kindly with young eyes. We are selecting desks and seats that will permit young backs and shoulders to grow straight and strong. We are diverting a generous portion of the building millions to the making of playgrounds, athletic fields, and roomy gymnasiums. We are hiring health directors, gymnasium instructors, nutrition teachers. We are spending money on school lunches and arranging for health supervision and the correction of physical defects that may be discovered. We are trying so to plan the school program that it will contribute to healthful living rather than make it impossible.

So far, so good. But in this new vision there is a blind spot.

Cleanliness teaching is fairly prevalent—but is the teaching made effective by practice? Health authorities agree that children's hands should be washed at least after toilet and before eating—no less than twice during the school day. This minimum of cleanliness practice is demanded not only because of its relationship to the control of communicable diseases—those ailments which spread so rapidly where large groups of children are gathered together—but also from the standpoint of self-respect and decency.

A study recently made by Cleanliness Institute in fifteen states among 124,000 school children attending 145 schools of every size and type, showed less than one out of three schools supplying the three essentials to handwashing—water, soap, and drying equipment. And, in those schools with facilities, very few of the children were washing hands regularly. Usually supplies are exhausted before all the children are served. Often school programs do not permit time for the washing. Too frequently teachers have not stressed the importance of washing hands after toilet and before food.

THE blind spot is an almost universal affliction. School boards and parents, as well as teachers and administrators, need clearer vision about the importance of school handwashing. We have taught cleanliness rules to be sure. But we have not looked into the washrooms to learn whether or not the rules could be practiced.

How Parents May Aid *in* Music

By EDITH G. BOUTWELL
Portsmouth, New Hampshire

MUSIC is well said to be the international language, irrespective of all race differences, which unites all nations. It appeals to all classes, rich and poor, educated and uneducated. In a musical sense, a person is as rich as his musical appreciation is deep and real. Music is the oldest of all arts, yet is ever new. Music not only promotes culture in the individual and the nation but also makes better social conditions.

The home and the school are two of the main forces promoting the best interests of the nation, and if cultivation of music is an essential force, then it is the duty of the parent to appreciate and co-operate with the school and whatever other community forces are nurturing music.

What can the home do? First, every child has a right to be born into a happy, harmonious home, where harsh voices should never be heard in bitter disagreement. If parents must quarrel, it should not be done in the presence of little children. Olden-time mothers used to sing as they rocked the cradle. With the recognition of scientific baby care, the singing mother has practically disappeared from the home, but radio comes to the rescue, and singing comes into the home again. Not so soft and full of motherly tenderness, perhaps, but varied and often from expert sources. Many homes still have the phonograph, and the old piano still stands to guard the legitimate place of music in the home. Frequently there are other musical instruments handed from older members of the family. All children are naturally lovers of music, even though they cannot fully master scale relations and tone qualities. If studied expertly in the early years, some place can be found where they may fit in at least a small measure, and thereby gain satisfaction in some harmonious sort of musical expression. James grew to manhood just loving to sing. His persistency in expressing himself made him a general nuisance, yet his rhythmic sense would have found harmonious expression with drums and like instruments. It is the province of the home to understand the child and place within his reach some means of expression, and give simple guidance and enccuragement. The toy orchestra should find happy co-operation in the home in encouraging practice, and originality in devising new improvised instruments.

The faithful parent carefully selects the food for the child's physical nurture, why be less careful in feeding the child's musical nature? There should be no prejudice scattered by unthinking adults who cover their ignorance of classical music by speaking vehemently against it. The child should be allowed to absorb the music of the masters from the early stages of infancy on. Jack's mother had an old-fashioned phonograph, but the carefully selected records had music for all occasions, gay little music for play time to do all sorts of novel games by, soft, soothing music to sit in the big rocking chair and rest by—just before play became too fatiguing, rollicking music "to beat" in dusting the chairs or getting undressed. Rare, rich music of the masters to hear in repetition while going off to slumberland. Alert, persistent music to wake up by, and just as soon as the baby fingers could manage to understand how to place the needle and start the mechanism, Jack was allowed to play for himself. There were many guessing games, until the lad knew the names of selections and could choose favorites. When the new radio was installed Jack had many lovely surprises as he recognized the old phonograph selections and called them by name.

When the school encourages a school orchestra, it is often incentive enough for the child to want to start piano practice. Perhaps, however, the task is more arduous than he thought, he becomes "weary of well doing" and wants to quit. What then? Here's a story of two cases, one in the affirmative and one in the negative. Richard's mother said: "I don't believe in urging the child if he doesn't want to do it himself," and the boy quit, although every movement cried aloud that the boy was full of potential music and should be trained to express himself. Years later, Richard writes home from college: "I am just as mad with you, mother and Florence (sister) as I can be. Why didn't you MAKE me study music when I was a kid? I'm the only boy in my fraternity who doesn't know how to play some kind of instrument." In the other case Philip's mother looked over the situation and decided that her boy *needed* music, and although she was an unusually busy mother, she patiently spent an hour a day at the piano, firmly, yet patiently and lovingly helping and encouraging her son until he reached that stage when he was so absorbed that he practiced conscientiously by himself; and today he admits that one of his favorite pastimes is playing the piano.

What does the child learn who is encouraged in persistent practice upon some musical instrument? The sense of confidence and assurance which gives poise and bearing. Patience, persistency and conscientiousness necessitated by practice has done

a priceless bit of building in addition to the building of musical appreciation and a means of expression. There have been many reinforcements in the building of character; such as will stand in good stead in the experiences of life when duty seems difficult and the temptation to turn back is staunchly met by this bit of added strength in character and he completes his course. Many mothers are so concerned about the intricate details of housework, so seemingly important, that they absolutely haven't time. The time is *now* when the child needs helping and encouragement, better let the cake go unfrosted, forget the high polish on the furniture, and give the child a clean unironed towel to wipe his face on rather than to cheat him of the personal touch of inspiration and encouragement which means so much at just this point. Little children soon grow to adults and pass beyond the need of our care, and there will be years and years when no childish voices will interrupt our household duties executed to the finest finish.

As the child begins to reach outside of the home influence, careful home guidance and selection can open the door to an ever widening avenue of appreciation and experience. The first orchestral concert with the boy when dad sat right up in the front row, and they thrilled together over all the wonderful instruments, and afterwards kept talking about the ones they liked best. Right there, son made up his mind that he'd play a cornet in an orchestra some day. When little daughter sat with an appreciative mother and heard her first great prima donna sing, she almost caught her breath, and snuggled closer to mother in a most understanding way at the climax of the arias.

They were gathered around the piano, Bob and his family and a chance caller. "I sing alto," informed the over-confident sister. "Yes," said the caller, aud turning to Bob she asked: "What do sing?" The boy was sensitive and timid, and there was an awkward pause, then Dad ventured unthinkingly: "Well, I guess he doesn't sing anything." That was enough. Nothing could induce the boy to forget the hurt, and a fine tenor voice was lost to his community, and the poise and assurance that expression would have given, was filled instead with an awkward twist which required years to overcome.

Much can be done by the home in "listening" to music from its natural source, during chummy little Nature walks, which bring rest to parent as well as to child. The wind, the whispering of the pines, the gurgling of the brook, the birdsongs, and the pattering raindrops are Nature's orchestra. Good health, good posture and lung expansion can be here encouraged and result in better tones. Years ago when the writer taught in the foreign section of a large city, the new music supervisor was quite disconcerted over the poor tone quality of the class. Analyzing the situation, we summarized the heavy, shrill jargon of sounds which entered into the child's daily experience. The rumble of heavy trucks, screaming brakes, raucous hucksters at every corner calling their wares, the deafening rumble of the heavy trolley, the "newsie" shrilly crying the sensational news of the cosmopolitan daily. Closely huddled houses with backyards—if any—filled with rubbish, children playing, darting and screaming about the street. Such confusion, and such a din of harsh sounds! Was it any wonder that both the singing and speaking voices took on such a harsh quality? It took the whole grade a year to learn to think calmly and speak quietly amid confusion; to visit the large open spaces and feel the silence, at first almost oppressive, yet gradually discovering the numerous soft musical sounds of Nature there.

To stand erect and inhale the sweet, clear air untainted by city congestion; to learn to breathe correctly and think round full tones; to gain the inspiration of rising above the congested environment with a freer spirit which takes the best there is, all the while feeling the unhampered freedom of space beyond. It is needless to say that scientific treatment and love and inspiration to surmount the difficulty succeeded. At the end of the year the supervisor warmed the heart of the teacher, and repaid for all the extra effort by saying: "Marvelous! Who would think that this is the same class we started with at the beginning of the year?" What teachers can do with large groups, parents can doubly perform with one or two in the freedom of the home. The class at a school of oratory was in session, and a thin-voiced student began to recite. The professor raised his hand, and said: "Stop! That isn't your voice; that isn't the voice God gave you." It is a large opportunity for parents to improve, to zealously guard and foster the natural sweetness of the God-given voice.

Further encouragement may come through fostering the child's feeblest attempts at creative art. Poetry is akin to music, and much should be made of the first burst of emotion through rhyme or song. When Mr. C— was a lad, his foster mother laughed at his poems; she said it was "sissified" to make verses; therefore he hid his feelings and inhibited his expression as an unmanly thing, and figuratively "plowed his dreams under." Yet years later when his little daughter showed signs of poetic and musical expression, he fervently—almost worshipfully— fostered the buried gift, richly returned, and now he is listening with radiant joy to her lovely little compositions which have found public recognition.

Often we hear the "old-timer," the too practical parent, positively oppose the teaching of music in the schools as "fol-de-rol," persisting that they had better spend their time on arithmetic, or something else useful. The farmer exercises care

in feeding his farm animals, and gives a "balanced ration" in order to get best results, the thinking parent gives the child, likewise, a well balanced diet in order to facilitate his best development. Music is to the soul and spirit what food is to the body, and according to Irving, "The elegant arts must grow side by side with the coarser plants of necessity." Music is a balance to the strain of the day's work, it temporarily lifts the burdens and causes new courage to come to the front. It is a wholesome outlet for the emotions and imaginations. Often the lilt of a song has stayed the hand in the perpetration of a bad act. Music has often redeemed the lost soul and brought courage to the faltering. It brings beauty to relieve the sordid and practical. Some one has said: "It takes three to make music, one to create, one to perform and one to appreciate, and who can tell which is the most important?"

Further co-operation in the child's musical education often means an active participation by the parent. Psychologists used to say that adults lost learning power at a certain age of maturity, but the fact that women have learned to pilot airplanes at the age of sixty and men have been known to learn the mechanics of automobile driving at eighty, seems to prove that adult learning is more a matter of willing to learn, than of capacity to learn. When Mr. J— was nearly fifty years old, his twelve-year-old son was started on the violin. The mother played the piano, yet that did not seem to be encouragement enough, the father and the lad were boon companions, and the lad was not pulled very far unless father was in the combination. Meeting the challenge, father bought a 'cello, and learned to play well enough, so that the family trio were often invited to fill public engagements. One of the blessings of a family of children is that they pull us out of ourselves. Just at the time when we have a tendency to get "settled" and a little too comfortable for our own good, their march of progress is an inevitable prod to us to take good heed to our own progress, and wise is the parent who keeps abreast of his children at least, even if it requires hard hours of daily study. Learning to play the piano might mean much to the mother who in her girlhood had no such opportunity. Progressive parents of today are unashamed to admit the progressive spirit of the school and learn *with* their children.

This is essentially a day of service, and "to whom much is given, from him much is required." Children should be encouraged to give full measure, and instead of being the bog which constantly sucks in life's sustaining moisture and gives nothing rather let us encourage the child to be like the clear crystal spring which receives to give again in a richer, fuller measure. These attitudes are built up day by day through all influences from all sources, yet where lies the power of the home? Cannot its power be doubled in good influences along all lines as well as in the encouragement of music?

Why should the home co-operate in inculcating better musical appreciation? A well-known educator has said: "Tell me the songs your young people are singing and I will tell you what kind of young people they are." The suggestiveness of a song may lead far either in good or evil channels, and it behooves parents to have a guiding hand in this most subtle medium of forming character and controlling impulses.

THERE are so many ways in which all school, home and community influences can work out this one phase of the cultural arts. How music grew is an interesting story, and the evolution of musical instruments from the growing reed to the most wonderful pipe organ, and sinews strung across a gourd to the highly sensitized stringed instrument. The evolution is far more marvelous than the luxurious motor car as an offspring of the early "horseless carriage." The contributions from the various races, the music of the masters and their bitter and unyielding struggle to blaze the trail and give us so rich a musical heritage is all so great a challenge, and an understanding of this background should be part of the child's equipment in order that his musical appreciation be more keenly felt.

When parents become more musically conscious, it would seem that a long step is made in the direction of musical creation in America.

All God's great things are in harmony. The discussions between individualists and socialists show that neither party understands the vital principles in either philosophy. Properly understood they are in perfect harmony. No two great elements of vital progress can be inharmonious. The new lesson for humanity is to be, that "material" and "spiritual" are not antagonistic. It is selfishness that prevents the recognition of the harmony God meant to exist between the spiritual and material. Art and artists will be uplifted and improved, when Art beautifies construction, and construction dignifies Art; and both become vital elements in human happiness and in the conscious growth of humanity towards the Divine.—James L. Hughes, Toronto.

They Say

JCHN J. TIGERT:—

"If we cannot teach the old-fashioned virtues of honesty, justice, decency, and the Christian doctrine of love along with modern thought, then we had better dismantle our splendid and magnificently equipped schools and return to the old log schoolhouse. We had better have citizens who have character and little erudition than citizens whose knowledge is a peril to society."

ROGER W. BABSON:—

"The foundation of fortunes is not laid in the blue skies of booms, but in the hardpan of depression."

PHILLIP GUEDALLA:—

"Biography has suffered from being like club sandwiches—toast on top and underneath, with irrelevant matter in between."

THOMAS A. EDISON:—

"A machine age cannot be a stupid age. It has to be a highly intelligent one."

NICHOLAS MURRAY BUTLER:—

"He must be blind and deaf and dumb who cannot see and hear the signs of the times."

A. HELEN ANDERSON, teacher, Denver:—

"Not one vulgar expression heard in the hallways of a high school, from 'applesauce' to 'raspberries,' was ever coined by a person of high school age."

JOY ELMER MORGAN:—

"Psychologists now teach that one is never too old to learn; that the ages twenty-five to forty-five are superior in ability to learn."

NEWTON D. BAKER:—

"It used to be easier to make a college address when the world was more traditional and habitual."

WILL DURANT:—

"Birth and death—they are the essence of life, and it is there that woman is great."

DR. DAVID SNEDDEN, Teachers College, Columbia University:—

"The notion that junior high schools can profitably offer genuine preparation for any vocation is fantastic. Already the more progressive junior high schools have ceased pretending to taxpayers that their offerings are in any significant sense vocational."

WILLIS A. SUTTON, Atlanta, Ga.:—

"Scouting is the antidote for the auto-intoxication which this over-wrought age has superimposed upon boyhood."

DEAN ALICE WAITE, Wellesley College:—

"A girl should not enter an academic college unless she shows a definite taste for scholarship. There are many fine junior colleges, vocational schools and finishing schools which are far better for girls who are not seriously interested in scholarly work.

"It is a pleasant thing for a girl to follow in her mother's footsteps, but for a girl without intellectual curiosity to think it necessary that she attend her mother's college is a mistake."

DR. R. N. HOLSAPLE:—

"Only when people do not think are they found opposing prohibition."

BABE RUTH:—

"Baseball is a sissy's game compared to what it was when I broke in."

WILLIAM ALLEN WHITE:—

"Among the neighborhood of nations, Uncle Sam remains an overgrown boy with youth and its faults and virtues in his heart."

ALFRED J. WILLIAMS, former Navy speed ace:—

"The United States talks fast and flies slowly. England flies fast and talks slowly."

H. L. MENCKEN:—

"Two-thirds of the professors in our colleges are simply cans full of undigested knowledge, mechanically acquired."

DEAN INGE:—

"We must take human nature as it is, with all its absurdities, and try to divert them into harmless channels."

GOVERNOR BRUCKNER:—

"An economic depression has the same effect on government as cold weather has on an automobile."

PRESIDENT GATES, University of Pennsylvania:—

"We shall not die in the same world in which we are now living."

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor's Note.—"Character Workshop" should be of interest and value to all teachers who are attempting character education. Mr. Egan will develop in this page, from week to week, the underlying philosophy of this phase of educational work, with practical suggestions for immediate use. Schools that have the author's Monthly Service will find in these articles a treatment of correlated matters and, in a sense, an amplification of that service.

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

Make Natural Attitudes Vital

"IT IS THE high task of the educator, or in fact the leader in any walk in life, to make the individual conscious of certain inherent attitudes, which though imbedded deep in his nature, like seeds dormant in the earth, are of little value until brought into an active, growing state."

I wish to make the foregoing quotation the basis of our first conference in this Character Workshop. Assuming that the quotation expresses a great truth, let us see how it affects our daily job in tuning up and preparing for a life's labor that most delicate and yet most wonderful of all created mechanisms—the child.

I think most people will admit that the normal inclination of childhood is towards the good, the wholesome and the praiseworthy. There is substantial reason for this in nature, of course, since only from the good, the wholesome and the praiseworthy does any real satisfaction come. Within each little mind, we may safely assume, lie the dormant seeds of generosity, self-control, reliability, obedience, and all the other good and noble attitudes, but attitudes, like seeds, do not germinate and bear flower and fruit of themselves unless placed in some sort of suitable environment, and nurtured by the proper conditions of soil and atmosphere.

Over the environment we have very little control. The home, the street, the amusements of the child are beyond our field. Over the conditions of mental soil, that is the solid, substantial, nourishing food supplied the intellect, and over the atmosphere, the all-compelling quality of our companionship with the child, we have great and effective control.

Most schools supply good soil—good teachers, splendid atmosphere—but the average school, across the length and breadth of the land, is a rather dreary and desolate place, viewed from the standpoint of eager, expanding powers of childhood. The average school has not yet awakened to the knowledge that the development of the powers of childhood—rhythm, visualization, imagination, etc.—is far more influential in moulding his future than any possible increase in his intellectual stature.

Character education must enter at this point, and with the development of power as its aim, supply those inspirational, soul-satisfying, beautifying elements so needed for spiritual growth. The mind of the child must be surrounded with an expanding glory in which wonder and awe at the majesty of life is mingled with a profound respect for those inner forces of rectitude out of which comes the realization of achievement and joy.

As teachers, then, it is our duty to make vital in the life of every child those hidden, yet tremendously important leanings, voicing his ambitions for him, making articulate his longings for worthy things, and teaching his hands to busy themselves with the creative tasks he instinctively longs to undertake.

Question—That is all very well, but how am I to make a start on a program of this sort this very day?

Answer—By beginning to think of the child as a spiritual as well as a physical agent and yourself as exercising a twofold influence in your classroom. You teach the mind in the prescribed way. What is your manner, your appearance, your personality saying to the inner child?

Question—But I mean, what addition to my program can I make this morning that will constitute a start in the right direction?

Answer—Let me tell you a story, and you, in turn, tell it to your children. When you have told the story do not moralize about it. Permit one or two children to rise and voice their impressions. Do not make the story the basis of a retelling, either oral or in writing. If you wish to use it for composition work, develop an offshoot idea, and work on that.

THE KING'S COIN

THE goldsmith sat in his shop in the back street and studied the design that lay before him. It bore the likeness of the king on one side, and

on the other the words, *"The Reward of Faithfulness. To One Who Has Added Glory to Life, but Has Taken from It Only That Which Has Belonged to Him."*

As the goldsmith read the words of the inscription he smiled a little behind his hand, then glanced slyly around to see whether or not he had been observed. Laying down the design he tip-toed into a stone cellar, and, leaning over, removed a piece of the worn flagging. From a hole under the floor he lifted out a battered iron box. He groaned a little as he lifted, for the box was full of bits of gold.

"We must look out for ourselves," he said in a hoarse whisper. "Behold the results of thrift and careful planning. From every beautiful piece of jewelry that I have created for the king, I have taken from the very heart a modicum of gold. Gold at the heart of things is of no value. No eye can ever see it there. No hand can touch it, and yet, to me—Behold!"

The goldsmith spread out his slender fingers, hunched up his thin shoulders and grinned down upon the pile of broken bits of gold.

"And now," continued the goldsmith, "I am called upon to make a medal, a huge medal—worth the ransom of a slave—for someone whom the king wishes to honor. The person must be worthy, too, for upon one side the medal bears the likeness of the king. I shall laugh as I work on it. I shall have a merry time, for inside I shall pour lead, the useless one, and only on the surface, too thick, of course, for a knife to scratch through, I shall mould the gold. To me shall come the real value, though to some one else, the honor."

A strange scene now follows before the throne of the good king. The goldsmith is there, and all the courtiers and the princes from the realms round about. The king is speaking.

"No more beautiful thing has ever sprung from the hands of Abdul, the goldsmith, than this medal of pure gold. I am amused. I smile and in my heart is joy, for not until this moment has this worthy and faithful servant known that he has labored on his own reward. Behold! To the hands of Abdul, the goldsmith, do I return this medal, with our love."

And now the scene changes again. We are back in the dingy workshop. The goldsmith sits at his bench, the medal in his hand. Suddenly he casts it from him.

"Worthless prize!" he cries. "Now do I see that each man labors for his own, and only his own returns to him. Though we may gather and garner and store up, only that which is ours returns to us at the end. From myself have I stolen all these years, from myself only. With the king's medal in my hand I have nothing, for my spirit is a beggar on the highway of life."

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Educational Catchwords

By EDWIN OSGOOD GROVER
Rollins College

1

A REAL teacher not only teaches, but is taught in turn; and the wisdom gained from the prattle of little children is the beginning of true culture.

2

Rather an ignorant teacher than one wise in her own conceit; the former may learn, the latter never.

3

The teacher's success lies in the silences, the trader's in the city streets.

4

We reach one hand toward divinity when we reach the other to a little child.

5

I would rather be able to look a little child honestly in the face than to stand unmoved before Kings.

6

The wonder of a little child is the beginning of all education. Its first question is its first day in school.

7

The teacher who cannot see the sunshine through the clouds, and hear the birds singing in the rain, is not fit for the company of little children.

8

The companionship of a little child is better than the company of a thousand men.

9

A child's education depends on its own mental activity, not upon that of the teacher.

10

The great teachers of the world have been those who taught not by precept nor from the printed book, but by the example of their simple lives. To teach others is to touch their lives with your loves, your admiration, your pleasures, your enthusiasms, and your little wisdom.

11

It is not what you say but what you are that gives instruction.

12

Wisdom is not the possession of school-teachers nor school-books. Wisdom cannot be spoken in words. What indeed is all this prattle of the wise? Wisdom abideth within the heart of things; it cannot be imparted nor inherited, it is the divine possession that one may not share with another.

Yet Wisdom knows its own and calls from age to age, from man to man, a flaming message. The utmost that we may do is to keep the company of these wise souls so that the gleam within our own hearts may be kindled to a great light by their companionship.

BOOK TABLE

PIONEERS OF WOMEN IN EDUCATION IN THE UNITED STATES. By Emma Willard, Catherine Beecher, Mary Lyon. Edited by Willystine Goodsall. New York and London: McGraw-Hill Book Company, Inc.

Emma Willard, Catherine Beecher, and Mary Lyon were the famous women educators before my time, but I knew women educators who were associated with and who idolized these famous pioneers.

It has been interesting to appreciate the distinction between these three famous leaders of American women.

Mary Lyon was the woman of great professional attainment.

Emma Willard was a woman of achievement in education, was especially ambitious for specific achievement, and did create three successful girls' schools, but sacrificed distinction which Mary Lyon attained because of dissipating much of her ability in later life in seeking distinction in public achievements which she did not attain.

Catherine Beecher, sister of Henry Ward Beecher, rivaled Mary Lyon and Emma Willard in national distinction through a vast array of incidental activities in education.

THE PSYCHOLOGY OF SCHOOL MUSIC TEACHING. By James L. Mursell, Lawrence College, Appleton, Wisconsin, and Mabelle Glenn, Director of Music, Kansas City, Wisconsin. Cloth. 378 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The best endorsement we can give this presentation of a practical use of accepted psychological principles and practices of successful music supervisors is the fact that the publishers have been at the forefront in the study of adventures in music teaching from the days of Henry Holt to Mabelle Glenn, who has made Kansas City eminent as a city of creative skill in music attainment of children of various ages.

Dr. Mursell of Lawrence College rounded out a basal education in England, Scotland and Australia at Harvard University. He has specialized in psychology as a student, and in music teaching as an artist. The combination of Dr. Mursell and Dr. Mabelle Glenn has produced an eminently sensible application of scholastic psychology and intensified pedagogy.

The authors state their position frankly:—

"Since it is the primary aim of the book to help the working teacher, we have been careful to avoid the more technical aspects and terminology of music psychology. But at the same time we believe that we have brought practically all the relevant studies into contact with teaching situations in school music work. We have constantly sought to show exactly how psychological results may be applied in the classroom. At the same time, when a certain method is recommended, it should be understood that we use it chiefly as an illustration and do not insist that it is the only possible way in which a psychological principle can be applied. Psychology can never dictate any teaching procedure as right to the exclusion of all others, though it most certainly can indicate that some kinds of procedures are wrong and that other kinds of procedures are desirable.

WORKBOOKS IN CHARACTER EDUCATION. By Sister Mary Anthony, Mt. Carmel School, Chicago Heights. 128 pages, 8 by 10½ inches. Illustrated. Tablet form. Chicago: Lawdale Publishing House.

This is an interesting departure from the customary approach to character education. While it is primarily prepared for parochial schools it has features that suggest an important attitude for all schools.

It primarily magnifies the character achievements and teaching art of the saints as recorded in the New Testament.

These famous religious leaders have represented the achievements of civilization for nearly 2,000 years as can no other equal number of men, and it is a tragedy that the literature of the public schools has not made use of the best material in all literature for demonstration of character formation.

Sister Anthony utilizes every phase of the saintly life and artistic teaching of the saints as it has held civilization spellbound in all languages of all nationalities in twenty centuries.

She uses skillfully the best modern methods and devices to magnify effectively the vital character, incidents and spirit of world renowned leaders of civilization.

Sister Anthony has been a notable teacher and supervisor in the grades for several years and has demonstrated professional wisdom and teaching skill where great responsibility has been recognized.

Sister Mary Anthony's Workbooks correlate naturally and attractively all school activities, curricular and extra-curricular. They meet the conditions of standardized work in grades six, seven and eight.

THE ELEMENTARY SCHOOL: ITS ORGANIZATION AND ADMINISTRATION. By William C. Reavis, Paul R. Pierce, Edward H. Stullken. Cloth. 571 pages. Chicago: The University of Chicago Press.

The elementary school has assumed greatly enlarged interest in the last five years. The depression has been of inestimable advantage to the elementary school. It has brought into bold relief the fact that 1920 to 1929 was the greatest decade in modern American education.

We hear much of the financial inflation of those years. Everything in science, economics, civics and society went forward quite as fabulously as did finance.

More was learned of the heavens and the earth, of universes and electrons in those ten years than was ever known before.

This made the first six years in the schools more important than the Junior High School was before 1920.

It is ridiculous to say that the old elementary school has been brought down to the sixth grade. Whoever says or thinks that gives himself away as a Rip Van Winkle. The sixth grade has been brought up to the ninth grade.

Nothing written about elementary schools a few years ago is of any more consequence than anything written about speed in travel, or about travel by railroad or steamship at that time.

Any graduate of a modern elementary school knows a multitude of important facts that no principal of a senior high school knew in 1920.

This book of nearly 600 pages of 400 words to a page has 100 pages on the elementary school principal that could not have been intelligently written in 1880.

"The Elementary School Principalship as a Career" was one of our pet themes four years ago, and we were thought to be joking. Now it is a major topic in this school text of the University of Chicago.

Books Received

"Expressing Educational Measures as Percentile Ranks, Test Method Helps." By Francis C. Buros and Oscar K. Buros. Yonkers-on-Hudson, New York: World Book Company.

"Pioneers of Women's Education in the United States." By Emma Willard, Catherine Beecher and Mary Lyon. New York City: McGraw-Hill Book Company, Inc.

EDUCATION IN ACTION

School Attendance of Nation Shows Gain

Census Bureau Submits Data Covering Past 10 Years; Only Falling Off Shown Is Between Ages of 15 and 20

WASHINGTON.—The Census Bureau has reported more youngsters in school classes than a decade ago.

The bureau found in its 1930 count that of 38,387,032 persons between five and twenty years old, 26,849,639, or 69.9 per cent., were attending school. Ten years ago, 21,373,976, or 64.3 per cent. of 33,250,870 between the same ages were pupils.

An increase in older children attending classes over the number ten years ago was shown. There remained, however, a sharp decrease in school population in children of fifteen years and older, although a slight gain was shown for 1930.

The largest increase in older students was reported in the twenty-one and over division, which showed 1,034,782 in school, against 344,789 ten years ago. The total of eligibles in this division was not given.

Girls and boys were about equally divided in the total school citizenry. Of the 19,112,883 girls, 13,327,871 were in school, while 13,521,768 of the total of 19,274,149 boys were enrolled.

Of the urban population, between five and twenty, 72.3 per cent. were in school; rural farm districts, 66.4, and rural non-farm or villages, 69.3 per cent. The bulk of students, twenty-one and over, came from the urban areas, accounting for 738,193; 143,283 in the rural sections and 156,217 in the villages.

The report recorded 97.5 per cent. of foreign born white children between seven and thirteen in school, and 87.3 per cent. of the Negroes. The number in the age groups of foreign-born and Negroes likewise declined as the children grew older.

The highest percentage and largest number of pupils was found in the seven to thirteen-year classes, which in 1930 accounted for 16,398,400 or 95.3 per cent. of 17,209,566 against 13,869,010 in 1920, 90.6 per cent. of 15,306,793.

Among the 4,678,084 of fourteen and fifteen-year olds, 4,156,378 attended school, as compared with 3,124,129 out of 3,907,710 in 1920, respectively 88.8 and 79.9 per cent.

The dropping out of classes was more marked in the sixteen and seventeen-year division, with only 2,669,857 or 57.3 per cent. of 4,663,137 in 1930, as compared with 1,644,061 in 1920, 42.9 per cent of 3,828,131.

In the eighteen to twenty-year section, 1,456,784 were reported in school, 21.4 per cent, of 6.815,710, against 814,651 or 14.8 per cent. of 5,522,082 counted in 1920.

Whole Town Goes To Adult School

TULARE, Cal.—In California the little town of Tulare, with a population of only 5,000, has suddenly become famous in educational circles for its week-end adult school, which is attended on Friday evenings by men and women from miles around. Ethel Richardson Allen, one of the originators of the project, describes one of the meetings. "The whole town," she says, "was turning out. The judge and his wife, the editor of the local newspaper, the president of the Rotary Club, the other luncheon clubs, the women's clubs, the American Legion, the Farmers' Asscociation and even the members of the Merchants' Association had closed up their shops and, instead of going home to put on their slippers and spend a drowsy evening after dinner, had turned their feet in the direction of the public high school." Some of the features of the Tulare project, which has served as a model for community activities in a number of districts in California, are reminiscent of the folk high schools of Denmark and the week-end colleges of England. The plan contains some innovations for adult education in this country; but in a great many of the states it would not be hard to find groups which carry on their spare-time study and recreation in much the same spirit. To put it briefly, adult education has grown cheerful, has lost the formidable quality which used to frighten people away. The educator and the grown people have come to understand each other.

Able to Predict Pupils' Grades

NEW YORK..—Individual grades in English, mathematics and science can be effectively predicted through the use of "mental intelligence tests," Dr. Leo Hamilton King, research worker at Teachers College, Columbia University, said in announcing the results of his recently completed survey of "Mental and Interest Tests." Nineteen mental tests and forty-seven interest factors were utilized in predicting the scholastic ability of 728 pupils in the Speyer Experimental Junior High School and the High School of Commerce in this city. Dr. King through a long series of questionnaires discovered the aptitudes and interests of the pupils, and then compared the expected results with the individual grades received. He found that the correlation was highest with English and science, but least effective for predicting ability in mathematics. "Educators have realized for some time past the great waste which is prevalent in every field of education, particularly in the field of instruction," Dr. King said. "Here there has been and continues to be a vast amount of waste, shown annually in the large numbers of students who fail in subjects because they have no particular interest in them, or because in their pursuit they manifest little ability."

China Adopts Phonetics In Fight on Illiteracy

NANKING. — The adoption of a phonetic sign system is the latest step of the Chinese Ministry of Education in fighting illiteracy among the masses. With the masses engaged in fighting each other or trying to promote the spread of communism, the success of the venture is problematical, but that the idea is good seems to be the opinion of both Chinese and foreign educators. The system consists of forty phonetic signs and as a whole will resemble the alphabet system. The signs are not intended to take the place of Chinese characters, but are so arranged as to enable illiterate Chinese to read their own books and newspapers. All schools that remain under the Nanking standard this fall will be forced to use the new system, and all industrial establishments have been ordered to give their workers instruction in it.

English Studied As Business Tongue

STOCKHOLM. — A strongly increased interest in the study of English has grown up in Sweden in the last few years, quite apart from regular schools and universities. Particularly the younger generation of office boys and girls is attending night schools in order to learn English.

AUSTRALIAN SCHOOLS
Proposal to Close Small Units Meets Opposition

ADELAIDE, So. Australia.—Vigorous opposition has arisen to proposed economy measures which would close small schools in remote sections of South Australia and place limitations upon high school enrollments. Alternative proposals are to be offered to the Cabinet and the Parliament when the matter comes to the fore during a consideration of the budget in October.

An Education Committee, appointed six months ago by the Government to investigate the policy and administration of the Education Department, in its report has suggested closing 154 country schools having an average attendance of less than ten each, and intimates that 211 more with an average of less than fifteen each might also be closed.

The students affected by the closing of 154 schools would number about 1,300, but an area of thousands of miles would be affected. If the 211 added schools were closed the total number of students affected would be about 4,000.

The Education Committee, in its report, does not propose that the children shall be left without education, however. The government is preparing a plan which will save about 170,000 pounds sterling a year and may save the schools. But, if it does not, the committee suggests the development of correspondence study, subsidized schools, and the employment of itinerant teachers.

Educational Union For Pan-America

WASHINGTON.—The long heralded co-operation of American republics in educational matters is on the way to realization, as the result of rapid progress in organizing the Inter-American Federation of Education. Sixteen countries have appointed national co-operating committees, and the five others —Colombia, Nicaragua, Paraguay, Peru and El Salvador—have promised their co-operation although the personnel of committees is not known yet. The Ministers of Education of all constituent countries will constitute an advisory council. Plans call for an inter-American educational conference next year, probably at Mexico City, where it is expected that a long-range program will be adopted. The International Committee on Organization, besides the chairman, Dr. Glen Levin Swiggett, includes Dr. Helio Lobo, of Brazil, formerly consul general at New York, writer and diplomatist; Pericles Franco, of the Dominican Republic; Natalia G. V. de Morales, of Guatemala; Adolfo Berro Garcia, of Venezuela; Rafael Gonzales Rincones, of Venezuela, and a representative of Mexico to be appointed.

'30-'31 Lehigh Students Check a Little Shorter

BETHLEHEM, Pa.—The average Lehigh University undergraduate was 5 feet 8 inches tall and weighed 145.2 pounds, according to statistics compiled for the 1930-1931 school years by the Student Health Service. He weighed two more pounds, but was one-half inch shorter than the average student of the preceding term, the survey showed. His age was the same, twenty years. The tallest student in the school during the term was six feet four and one-half inches. The heaviest weighed 285 pounds. The average height of 68.47 inches for the entire school was slightly above the general average for men throughout the United States, the survey stated.

F. and M. College Dean Youthful for Position

LANCASTER, Pa.—Richard Watson Bomberger, 34, has been named dean of Franklin and Marshall College, one of the youngest men ever assigned to the important position. Bomberger is a graduate of Franklin and Marshall, and of the University of Virginia. He was headmaster of the Donaldson private school when appointed to his new post. He succeeded Dr. Howard R. Onwake, who resigned here to become president of Catawba College, North Carolina.

Starts Riding Stable To Get College Degree

LUBBOCK, Texas. — Driving a "string" of cow ponies Virginia Wester, sixteen, rode into Lubbock recently with the intention of establishing a riding stable to pay her way through Texas Technological College. Ten days previous she left her ranch home in the Sangre de Cristo mountains, thirty miles west of Las Vegas, N. M., with nine ponies. She plans to establish her stable near the campus and rent the horses. College officials will aid her. Miss Wester is the daughter of H. W. Wester, a graduate of Virginia University, who operates a dude ranch in New Mexico.

Shell Warning for Italian School Children

TRIESTE, Italy.—That children be instructed about war shells so that they may avoid them has been suggested following the recent death of a child while playing with a shell at the former Slav school of St. Jacques, near Trieste, Three other children in the group that found the shell and were dismantling it, were injured.

SURVEY OF SCHOOLS
$50,000 Asked For Inquiry In New York City

ALBANY, N. Y.—The State Board of Regents by resolution has requested Governor Roosevelt to recommend that the Legislature appropriate $50,000 to finance the proposed pedagogical survey of the schools of New York City.

The Governor said he would not decide what to do about the request until he has had time to study the question. As the Legislature is in extraordinary session it cannot act on any matters except those recommended by the Governor.

Dr. George F. Ryan, president of the New York City Board of Education, formally petitioned Dr. Frank P. Graves, State Commissioner of Education, to make an investigation of the pedagogical efficiency of the New York City schools, after charges had been made that the teaching was below standard.

Although the Board of Regents voted to comply with Dr. Ryan's petition and has appointed a special council of eight leading educators to act in an advisory capacity during the investigation, the necessary funds to cover the expense have not been made available.

Dr. Graves has estimated that the survey would cost $50,000.

It was expected by state department officials that the necessary money would be donated by one or more of the several education foundations in the interest of better education. Such expectations have failed to materialize, however, it was said, and if the survey is to be made, it will be necessary for the Legislature to make an appropriation.

Must Halt Attacks On Unpopular Teachers

NANKING, China.—The Ministry of Education here has ruled that Chinese students must hereafter refrain from attacks upon unpopular teachers and principals, devoting more attention to study and less to agitation. Students in several government schools this year have compelled unpopular presidents to resign and made their own nominations of successors. The Ministry declares this procedure will not be countenanced hereafter.

Schools Forbid Use of Tobacco

SAN ANTONIO, Texas.—Teachers and pupils alike face the penalty of suspension for using tobacco in any form on San Antonio public school premises, under a resolution adopted by the local Board of Education. J. C. Cochran, superintendent of schools, who is president of the Texas State Teachers' Association, in com-

menting on the action said that "harmful habits are best combated by education, and education is our business."

Meredith, Peace and St. Mary's, three colleges for young women located in Raleigh, N. C., will continue their outlawry of cigarette smoking. Dr. Charles E. Brewer, president of Meredith, stated that there are specific rules against smoking at his institution.

Girls Unhappy If Married Or Single

CLEVELAND.—The modern young business woman can not be pleased these days. Marry her and she will wish she was single again. Pass her by, matrimonially, and she will declare how she would gladly trade her typewriter for a dustpan. Frank A. Redmond of the Cleveland Public Schools Research Department found in answers to questionnaires submitted to young women enrolled in adult school classes that eighty-five per cent. of the married women were convinced they made a mistake in giving up work for a husband. On the other hand, an equal percentage of young women engaged in a career were ready to jump at an opportunity to marry. Mr. Redmond found some comfort in the discovery that forty per cent. of the men answering similar questionnaires were satisfied with their status.

3,000 British Teachers Protest Cuts in Pay

LONDON.—Three thousand teachers, who will have to take a fifteen per cent. pay cut under the government's economy plan, marched through the streets of London recently to Kingsway Hall, where they passed a resolution protesting against the reduction. "This mass meeting of members of the National Union of Teachers and the London Teachers' Association protests emphatically against the government's indefensible proposals to reduce teachers' salaries," the resolution said. "It voices the bitter resentment of teachers that they should be selected as a special class for harsh and unjust treatment, and pledges itself to support the executive of the National Union of Teachers in strong determined measures to resist this penal and vindictive cut." Most of those who marched in the parade were youngish men. They carried small banners reading: "Schoolmasters protest" and "No cuts."

Vermont's Important Educational Move

MONTPELIER, Vt. — The State Board of Education of Vermont advocates an extensive use of schoolhouses and grounds during the after-school hours. In a recent booklet regarding the improvement of rural schools it is suggested that teachers arrange to spend two week-ends of each month in recreational activities with the pupils. Outdoor games and hikes are recommended. However, if the temperament and tastes of the teacher lead her to emphasize other forms of recreational activities, such as art, community singing, literature, or even cooking or sewing, it is suggested that she should try to secure the interest of the children and of the community along any of these lines. It is urged that the teacher participate in the activities of the children outside of the classroom.

Heads School For 25th Year

LINDEN, N. J.—D. A. Howell, supervising principal of the Linden schools, is beginning his twenty-fifth year in that position. Appointed in 1907, shortly after the wooden schoolhouse on Linden avenue burned to the ground, Mr. Howell has ever since directed the expansion of the town's school system. In 1907 there were eight teachers and 250 children on the rolls. Now there are 187 teachers and 5,060 pupils. To take the place of the little schoolhouse there are at present, in this town of 20,000, eight elementary schools, a junior high school and a senior high school with a twenty-room addition to be added.

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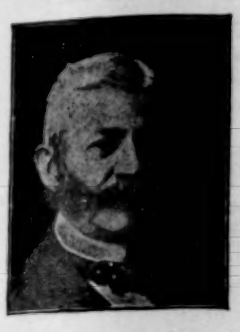

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Promote Increased School Attendance

WASHINGTON.—During the years 1928-30 a dozen or more states amended their laws so as to promote increased school attendance, says the United States Office of Education. The changes for increased attendance included provisions for a longer school term, additional educational qualifications for labor permits and lower minimum compulsory school attendance ages. Alaska passed a law requiring attendance at seven years of age instead of eight, and Hawaii permitted children fourteen years of age and below the sixth grade to attend vocational or opportunity classes in lieu of regular school, and allowed minors seventeen years of age to enter first-year high school only upon approval of the Superintendent of Public Instruction.

Washington for Arizona Schools

PHOENIX, Ari.—C. O. Case, superintendent of public instruction, has announced that every schoolroom in Arizona will have a portrait of George Washington this school year. The pictures are coming from the commission for the observance of the 200th anniversary of Washington's birth.

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Teachers College Limits Entries

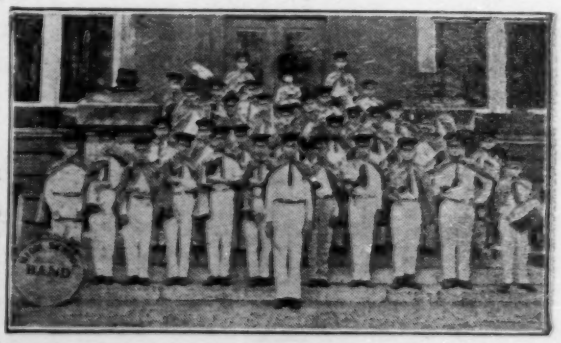
ALBANY.—Three hundred freshmen will be registered at the State College for Teachers this year, Dr. A. B. Brubacher, president of the college, said. The college will have 1,340 students at the beginning of the school year. "We have been obliged to turn away more than 300 well-qualified students who wished to become teachers," said Dr. Brubacher. "There would be no point to training more students for the teaching profession than could be used."

Colleges to Merge In North Carolina

RALEIGH, N. C.—Governor O. Max Gardner has appointed a commission, provided for by the General Assembly of 1931, to consider plans for the consolidation of the North Carolina State College for Women at Greensboro, the University of North Carolina at Chapel Hill, and the State College of Agriculture and Engineering at Raleigh. While each institution will retain its identity, the three will comprise the greater University of North Carolina. The work of the commission will consist of forming a workable plan to put the merger into effect, and its findings will be reported to the General Assembly of 1933. President Frank Graham was named on the commission to represent the interests of the present university at Chapel Hill, President E. C. Brooks to represent the State College of Agriculture and Engineering at Raleigh, and President J. I. Foust to represent the State College for Women at Greensboro.

Eighty Americans In Berlin University

BERLIN.—The University of Berlin has opened its foreign courses with a total enrollment of 300 students from abroad, eighty of whom are Americans. Forty countries are represented. Besides the beginners' courses, conducted by Professor Paul Curts, of Wesleyan University, there are courses in art, given in co-operation with the College of Fine Arts of New York University, and a teachers' course covering German education, conducted by Professor Ruth MacMurray, of Columbia University.



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"How much is a ticket to the concert?" asked a lady at the ticket window.

"Three dollars," was the answer.

Turning to her small son, the lady exclaimed: "Did you hear what he said? The people are paying three dollars apiece? Now will you practice harder on your violin?"—The Pathfinder.

Poor Auntie

"Mother, can I go to the pictures this afternoon and see all the funny people?"

"Good gracious! Fancy wanting to go to the pictures when your Aunt Matilda is here!"—Wall Street News.

Tough Proposition

Razzie: "Do you know why the lions didn't eat Daniel?"

Tazzle: "No; why not?"

Razzle: "Because most of him was backbone and the rest was grit."

Some Mistake

Little Boy (calling father at office): "Hello, who is this?"

Father (recognizing son's voice): "The smartest man in the world."

Little Boy: "Pardon me, I got the wrong number."

Geographical Lunch

"Are you Hungary?" "Yes, Siam."

"Den Russia to the table and I'll Fiji."

"All right, Sweden my coffee and Denmark my bill."

Elastic Prescription

Doctor — "I would advise you, madam, to take frequent baths, get plenty of fresh air, and dress in cool gowns."

Patient's husband (an hour later)—"What did the doctor say?"

Wife—"He said I ought to go to Palm Beach, and then to the mountains. Also that I must get some new light gowns at once."—Boston Transcript.

Luscious

A small Negro boy went to a physician to be treated for a painful sensation in one of his ears. Upon examination, the ear was found to be full of water.

"How did it happen?" he was asked after his ear had been drained. "Been going in swimming?"

"Naw, suh," said the little fellow, "been eatin' watermelon!"

Correct

Professor: "Give me for one year the number of tons of coal shipped out of the United States."

Fresh: "1492; none."

Hot Time Coming

Angry Widow (after learning her husband had left her nothing)—"I want you to take 'Rest in Peace' off that tombstone I ordered yesterday."

Stonecutter—"I'm sorry, madam, I can't do that, but I can put something underneath."

Widow—"All right, put 'Till I Come.'"

Caution

"Run upstairs and wash your face, darling. I think grandma wants to take you driving with her."

"Hadn't we better find out for certain, mummie?"

Sure Giveaway

Mrs. Jones—"How did the detectives happen to suspect him, disguised as he was in women's clothes?"

Mrs. Smythe—"He passed a milliner's shop window without looking at it."—Phonograms.

Surgeon's View

"Doctor, isn't it true that we can live without the appendix?"

"Yes, the patient can, but for us surgeons it is indispensable."

Meetings To Be Held

SEPTEMBER

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

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29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

18: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City, Secretary Clyde Furst, 522 Fifth Avenue, New York City: New York City.

18: Illinois City Superintendents' Association, Secretary C. Bruner, Kewanee: Urbana, Illinois.

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

22-25: South Dakota Education Association, Secretary N. E. Steele, 3 Perry Building, Sioux Falls: Mitchell, South Dakota.

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

24-25: Association of Public School Trustees of Virginia, Secretary F. Diehl, Farmville: Richmond, Virginia.

26-28: Texas State Teachers' Association, Secretary R. T. Ellis, 410 E. Wetherford Street, Fort Worth: Corsicana, Texas.

26-28: Texas State Teachers' Association (colored), Secretary R. T. Tatum, 711 Poplar Street, Beaumont: Beaumont, Texas.

27-28: Central Association of Science and Mathematics Teachers, Secretary W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin: Chicago, Illinois.

27-28: Idaho Education Association, Secretary John I. Hillman, 331 Sonna Building, Boise: Boise, Idaho.

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